



WILLIAM WOODS
UNIVERSITY

ASL Interpreting OLC Annual Assessment 2023-2024

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Annual Assessment 2023-2024

ASL Interpreting Online

Program Profile

Program Mission Statement

Please insert your program mission statement here

The American Sign Language and Interpreting Program at WWU prepares graduates to work as culturally responsible professionals providing excellent service to the Deaf Community.

Program Data

Delivery Method

Traditional On Campus

Online (selected)

Hybrid

Students Majors 2023-2024

83

Student Majors 2022-2023

84

Student Minors 2023-2024

Student Minors 2022-2023

Student Demographics

What are the program goals for student retention, persistence, and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

There is no degree completion data as the program has not met the six year minimum for data. The retention data for the program reports that only 45.5% of students persist from their first year to the second in the program. Some research needs to be analyzed on what the averages are for online programs with adult learners to see where we are with the accounting. The program is behind the university retention number but that number is based on on-ground traditional students and not the population of this program.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

NA

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

NA

Marketing Material

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
ITP.1	Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.
ITP.2	Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.
ITP.3	Language Skills Competencies for the effective use of American Sign Language and English.
ITP.4	Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.
ITP.5	Professionalism Competencies demonstrating application of professional standards and practices.

Alignment to the Institutional Objectives

Please discuss the Program alignment to the Institutional Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Inclusion: Provide and maintain a welcoming campus community to all stakeholders. Representing the university by exhibiting values and behaviors that address self-respect and respect for others, and enable success and participation in the larger society.

Creativity: Foster open-mindedness, a rigorous exchange of ideas, and experimentation by providing a supportive and engaging campus community.

Intellectual Inquiry: Cultivate a desire for continued learning and curiosity both within and beyond formal education.

Institutional_objectives_2.docx

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)?

Tier 1: Foundations

Foundation courses are essential for the basis of any educational field. These courses cover fundamental skills that any interpreter needs to succeed. Written Communication is naturally an important component of an interpreter's education, as it involves one of the two languages used in interpreting. Specifically, interpreters deal with sight translation, which requires cultural and technical fluency in English to grasp the nuances within the language. Skills in Oral Communication are crucial since half of the job involves interpreting spoken English. Information Literacy, a new but critical component, influences students' ability to discern quality information from anecdotal information. As interpreters, it is essential to understand and use information effectively. Core subjects like history, science, and math are integrated into the basic understandings of a literate and educated profession. The work often overlaps with the basics of these subjects. In the classroom, videos and content that incorporate concepts from history, math, and science are foundational. Students may need to build upon their basic understanding to produce high-quality interpretations in advanced discussions related to these subjects.

Tier II: Areas of Exploration

The areas of exploration provide students with more flexibility in broadening their knowledge base. Interpreters need to know a little about many topics and be able to deduce the direction of a conversation. Prediction skills are necessary for successful interpretation. The ability to predict communication outcomes comes from understanding the nature of the discussed concept and inferring the underlying intent from intonation. Exploring ideas of Expression and Invention, Inquiry and Analysis, and Cultures and Communities benefits students by expanding their knowledge in specific interpreting avenues they wish to pursue in the future.

NSSE Objectives Discussed Spring 2022

Program Alignment to NSSE Objectives

Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.

Our students use peer evaluation in most of the courses in our program. In ITP 302, they review their peers' work weekly, providing thorough analysis and feedback. In ITP 310 and ITP 410, this process is taken to the next level, enhancing their critical assessment skills. In ITP 450, students write a research paper where they learn the value of peer-reviewed references. They also have the opportunity to review their peers' papers, from the initial thesis idea to the final paper, reinforcing the importance of constructive critique and collaborative learning.

Curriculum Map

A - Assessed
 R - Reinforced
 I - Introduced
 M - Master

Online Interpreter Training Program

	ASL 220	ASL 316	ASL 425	ENG 301	ITP 211	ITP 310	ITP 302	ITP 410	ITP 450	ITP 451	ITP 452
ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.				R	I, A				A, M, R		A, M
ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.				R	R, A				M, A, R		M, A
ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.				R			A, R, M		A, R		A, M
ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.				R			A, R, M		R, A, I		A, M
ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.				R	R	R		R	A, M	M	M, A

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

ITP 310 and ITP 410 were updated to better align with their on-campus equivalent courses.

ITP 211 was redesigned to include enhanced discussions and training, along with skill assessments that can be applied to subsequent ITP courses within our program.

Assessment Findings

Assessment Findings for the Assessment Measure level for Online Interpreter Training Program

Standard/Outcome

ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.

Assessment Measures

ITP 211				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Mind Mapping Assignment: 80% of students will earn 80% or better been met yet? Met	87.5% of students earned 80% or better		

ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvements Narratives
Direct - Case Study	Has the criterion Week 2 Ethics Case Study - 80% of students will pass with a score of 80% or better been met yet? Met			

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Met	All Students met the benchmark of a 3 or higher on the Final Mentor Evaluation. Data for all 5 Criterion is included here.	ITP_452_Annual_Assessment_Data_23_24.docx	

Standard/Outcome

ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.

Assessment Measures

ITP 211				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Weekly Discussion: 8 weeks of Discussion grades will meet an 80% score for at least 80% of students \$ \$ been met yet? Not met	Only 77.77% earned 80% or better		

ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion DC-S Ethical Case Study: 80% of students will pass with a score of 80% or better been met yet? Met	99.47% of students earned a score of 80% or better		

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Met	All students met the benchmark of a 3 or higher on the Final Mentor Comprehensive Evaluation	ITP_452_Annual_Assessment_Data_23_24.docx	

Standard/Outcome

ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.

Assessment Measures

ITP 302				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Video Diagnostic Assessment #1: 80% of students will earn 80% or better been met yet?			

ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Week 4 Research Paper - 80% of students will pass with a score of 80% or better been met yet? Met	98.29% of students earned a score of 80% or higher		

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Not met	23/26 students met the benchmark of a 3 or higher on the Final Mentor Comprehensive Evaluation moving the criteria success to 88%. This is just shy of the benchmark of 90%	ITP_452_Annual_Assessment_Data_23_24.docx	

Standard/Outcome

ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.

Assessment Measures

ITP 302				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion Week 8 Video Project - 80% of students will pass with a score of 80% or better been met yet? Met			

ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Portfolio Videos: 80% of Students will earn 80% or better been met yet? Met	86.30% of students earned 80% or better		

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Not met	23/26 students met the benchmark of a 3 or higher on the Final Mentor Comprehensive Evaluation that set the success at 88%. This is just shy of the 90% expected benchmark.	ITP_452_Annual_Assessment_Data_23_24.docx	

Standard/Outcome

ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.

Assessment Measures

ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Week 8 Website Video Portfolio Project - 80% of students will pass with a score of 80% or better been met yet? Met	99.42% of students passed with a score of 80% or better		

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Met	All students met the benchmark of a 3 or higher on the Final Mentor Comprehensive Evaluation		

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Our assessment process for the online bachelor's in interpreting program comprehensively evaluates student learning outcomes and ensures continuous improvement through a combination of coursework evaluations and Video Diagnostic Assessments. Coursework assessments include video submissions, where students' interpreting work is evaluated using specific rubrics, and written assignments such as research papers and case studies that test theoretical and practical understanding. Video Diagnostic Assessments offer detailed feedback on student performance across all courses, guiding their professional development.

This year, we made several changes to enhance our assessment process. ITP 310 and ITP 410 were revised to better align with their on-campus equivalents, incorporating more rigorous assessments and practical exercises. ITP 211 was redesigned to include enhanced discussions, training sessions, and improved skill assessments. Peer evaluations, particularly in ITP 302, ITP 310, and ITP 410, proved highly effective, fostering deep engagement and collaborative learning. The research paper review in ITP 450 was also successful in teaching the value of peer-reviewed references and critical analysis.

Improvement Narrative List**Assessment Findings for the Assessment Measure level**

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Our program is entirely online, we do not do student course review.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

Our program is entirely online, we do not do senior showcase.

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

Our program is entirely online, we do not do student service learning.

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

Our program is entirely online, we do not do LEAD events.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

We have had students earn both state and national certifications after completing our program.

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

We have had students earn both state and national certifications after completing our program.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

All faculty are adjunct

Assessment Rubric

Clear	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:	<input type="text"/>			
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:	<input type="text"/>			
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:	<input type="text"/>			
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:	<input type="text"/>			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criterion and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:	<input type="text"/>			
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:	<input type="text"/>			
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:	<input type="text"/>			
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	<input type="text"/>			

Data Driven Decision-making is explained weight: 1.000	✔ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✔ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✔ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✔ N/A
Comment:				
Documentation provided on assessment findings weight: 1.000	✔ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✔ The program uploads all rubric and support information to support the claims in assessment findings.	✔ The program did not upload the data to support assessment claims in the assessment findings.	✔ N/A
Comment:	data should reflect each section of the course combined so if a course is taught 3 times in a year, all three sets of data should be included.			
Analysis of Assessment weight: 1.000	✔ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✔ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✔ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✔ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✔ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✔ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✔ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✔ N/A
Comment:				
Student Performance Review weight: 1.000	✔ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✔ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✔ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✔ N/A
Comment:	online program in the past not expected to participate			
Senior Showcase weight: 1.000	✔ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✔ The program described the Senior showcase activities and provided some evidence of what was presented.	✔ Little to no content of Senior showcase was provided.	✔ N/A
Comment:	online program in the past not expected to participate			
Co Curricular and LEAD activities weight: 1.000	✔ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✔ The program provided a listing of LEAD events and activities provided.	✔ The program provided little to no description of the Co-curricular activities provided throughout the year.	✔ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✔ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✔ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✔ The program provided little to no data on students, alumni, faculty accomplishments.	✔ N/A
Comment:				

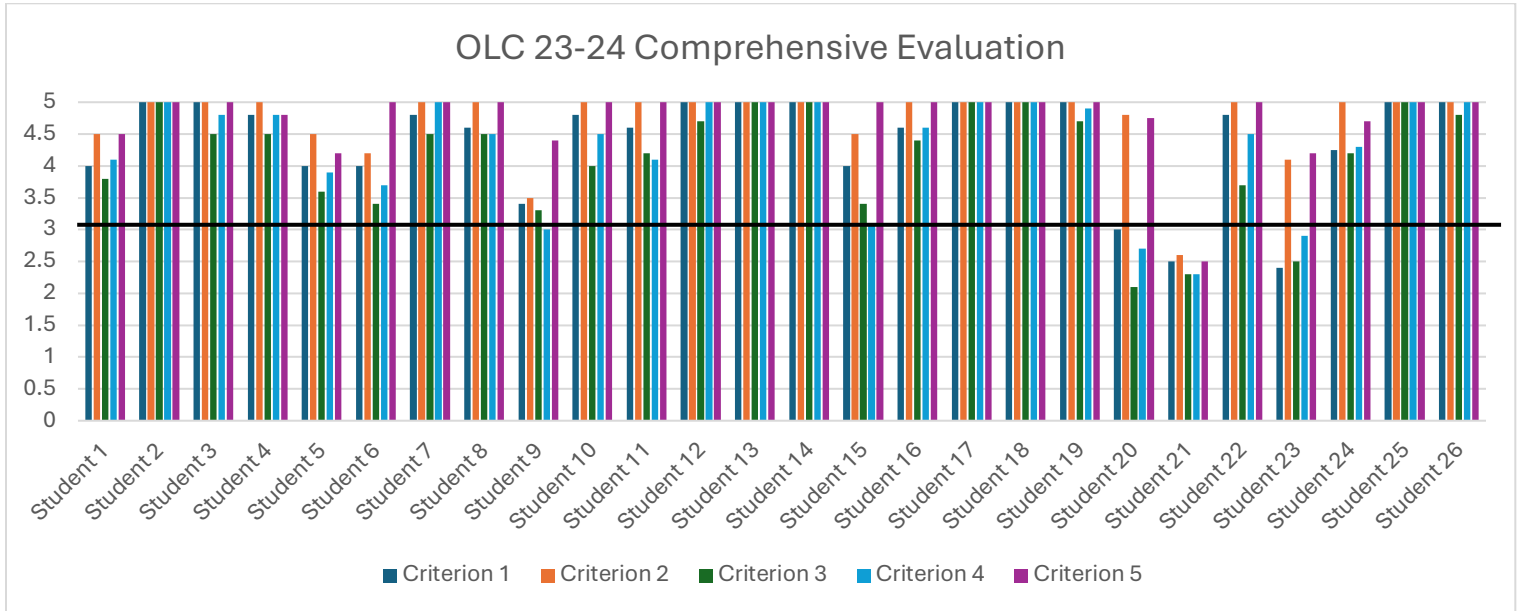
Supplemental Data

ITP 452 Annual Assessment Data –

This data is a collection that includes Summer 2023 through Spring 2024.

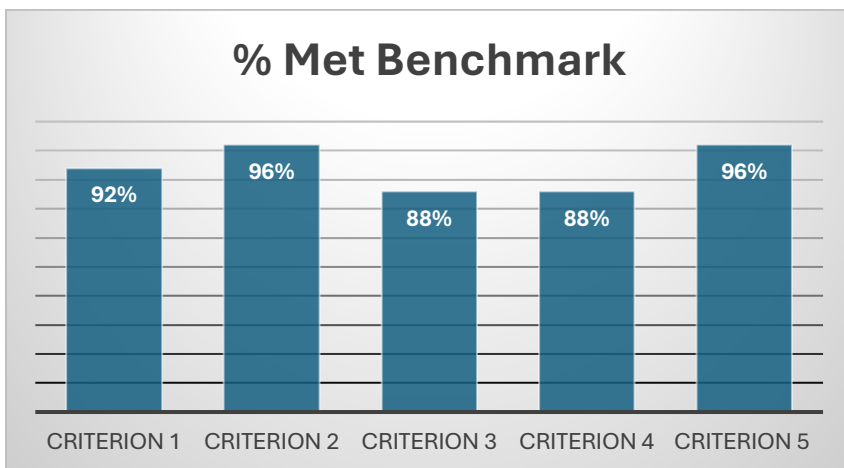
Total Number of Students N=29

*3 students did not submit the final form, so their data is not included at all. The calculations of all data exclude the three missing students' files and are based off of a population of 26 students.



This data represents the Comprehensive evaluation for the 26 students who submitted the final evaluation. The benchmark is for students to average a 3.0 on each of the 5 competencies. The benchmark is the solid Black line marked on the graph.

When looking at the data as a whole, students met the benchmark in three of the Criterion. Overall, the designation was that 90% of students would meet the score of a 3 or higher on the competency average. As evidenced on the chart below Criteria 3 and 4 did not meet the benchmark. In these areas 23/26 students met the benchmark – The program sees this is a success, but also notes the need for a review to determine that we are providing appropriate feedback and training in the courses leading up to the Field course. Criteria 3 and 4 are the criteria that directly relate to interpreting and ASL skills.



Respectfully submitted,
Dr Carrie McCray